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The Trump Plan at Ridgewood High School in Norridge, Illinois included the following innovations: instead of classes of 25-30 students, students met in groups of 4-7, 10-15, and 65-130. Instead of standard classrooms, there were many assorted working spaces, from individual carrels to large lecture halls. Teachers were grouped in cooperative teams which utilized a variety of teaching spaces. Teachers were divided into two general divisions, humanities and science-math. Instead of study halls, students worked independently on advanced projects during unscheduled school time with teachers as consultants. Discussion periods (seminars) were conducted by students. Class periods ranged from 20-80 minutes, with classes of different lengths overlapping almost every day. No bells were rung. Teachers were left unscheduled for over half of their time.

Evaluation at the end of four years showed that major problems occurred in scheduling, in seminars and in independent study. Scheduling was solved by an arrangement with a near-by computer center to provide individual programs for students. Thus Ridgewood became the first school in the country to operate with a computer-built modular schedule. The difficulties in implementing the independent study schedule showed the need for putting the teacher and student in a closer relationship and employing a "learning laboratory" in each subject field. No major modifications were made in seminars. Seminars can also be effective with low ability students, but the topics discussed and assignments made should be within limits of their competence.

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school guidance counselor who considered a problem "solved" when a girl managed to pass all her subjects. The school social worker and the psychiatrist, however, continued to be concerned lest the girl become pregnant, because of the harrowing nature of her family problems and an inordinate need for indiscriminate companionship. Referral for family case work was indicated.

The comment by T. Szas that "the more attention the school pays to mental health, the less it pays to education," merits attention. I have a great deal of case material to document the opposing point of view—that effective education is often not possible without adequate concern within the school for the mental health of the particular child. One teacher insists that if the emotional problems of students are properly understood and handled by members of the pupil-personnel staff, teachers are then freer to concentrate on teaching. Most referrals for mental-health evaluation come from teachers for just this reason.

PARENT CONFERENCES

Another responsibility often falling to the school psychiatrist is the conference with the parent. Although parents and educators have been rubbing elbows since the year one, techniques for communication and enlisting parental cooperation are relatively undeveloped. Enthusiastic unanimity on the part of school staffs testifies to their desire to have the psychiatrist deal with difficult, resistive, and irate parents.

Examination of children for diagnosis, always with parental knowledge, often at parental request, is another function of the school psychiatrist. When such problems involve suicidal possibilities, sex troubles, and other behavior with medicolegal implications, again the psychiatrist often encounters remarkable unanimity regarding the need for his involvement.

There are many instances when unrecognized neurotic problems in children involve them in school disciplinary procedures. A girl who could not endure sitting through two consecutive study periods is a case in point. Cutting gym is another example of behavior which often results in swift disciplinary action. Because of the symptomatic significance of gym-skipping, every case deserves consideration from a mental-health point of view before applying routine discipline.

In connection with health services, an important operation of the school psychiatrist is the often delicate one of acting as interpreter and intermediary between the school and the family physician.

Bringing psychiatric insights into education is part of bringing a greater knowledge of the science of man, so long delayed, into education. It will someday be considered an essential aspect of our educational adventure. Both psychiatry and education have much to learn, a learning that will take place only as each field is prepared to learn from the other. •

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Experience at Norridge, Illinois

A "Trump Plan" School—Four Years Later

In School Management

Reported from School Management, *VIII (October 1964), 56-60, 112-17.*

IN 1959, with publication of J. Lloyd Trump's *Images of the Future*, such ideas as team teaching, large-group lectures, seminars, and individual study were brought to prominence. All are still being debated in the educational world.

In 1960-61, Ridgewood High School in Norridge, Illinois, implemented many of Trump's proposals, and thereby challenged much that is traditional and conventional in educational practice.

The plan at Ridgewood included the following innovations: Instead of classes of 25-30 students, the students met in groups of four to six, 10-15, and 65-130. Instead of standard classrooms, there were many assorted working spaces, from individual carrels to large lecture halls. Instead of classroom teachers, the teachers were grouped in cooperative teams that utilized a variety of teaching spaces. Instead of departments of English, math, or other subjects, teachers were divided into two general divisions: humanities and science-math. Instead of study halls, students worked independently on advanced projects during unscheduled school time with teachers as consultants.

Students also conducted their own discussion periods ("seminars") while teachers apparently looked on from the sidelines. The class periods ranged from 20 to 80 minutes. Classes of different lengths overlapped almost all day. There were no passing bells. And the teachers were left unscheduled for nearly half of their time.

Four years with a new program provides enough time to furnish a basis for some questions about the merits of the proposals. What is the present-day attitude of teachers and students toward the program? What works, and what doesn't work? What modifications have been made? These and other questions were answered for *School Management* by the man who engineered the Trump plan in Ridgewood, Superintendent Eugene Howard.

Speaking generally, Howard said, "So far as we can tell, the school organization is effective and we're sticking with it. We've viewed this as a long-term project. We took a giant first step at the outset, but since then we've been moving slowly, working out the kinks, 'sifting and winnowing' to strike a proper balance. . . . We are using many of Trump's basic ideas—and a lot of other ideas—to provide

the best program we can. There have been some problems and modifications; there will be more. But we've never considered abandoning the present set-up."

Howard said that the major problems occurred where expected —in scheduling, in seminars, in independent study—with scheduling, at first, providing the biggest headache.

SCHEDULING

"At one point we were afraid the enormous scheduling problem would scuttle the whole ship. Working with 20-minute modules immensely complicated scheduling, which we were doing by hand. Instead of having six or seven periods a day to juggle, we had 21.

The scheduling problem was solved when Howard and his staff brought computers to bear on the problem. They worked out an arrangement with a nearby computer center to provide individual students' programs. Ridgewood became the first school in the country to operate with a computer-built modular schedule. Costs run to about $5 per student, which includes a weekly schedule for every student, every teacher, and a master schedule for the school office.

Howard said that the computer-built schedule of 20-minute modules has permitted truly flexible scheduling. "The number of combinations possible with 21 periods per day makes it possible to do almost anything. It lends itself to improvisation outside the formal structure laid down by the computer. There's flexibility for teachers and students during the fairly large time portions not scheduled into groups.

"Students may schedule for themselves the time the computer does not schedule for them. Often this unscheduled time occurs in blocks, which provides much latitude."

To give teaching teams a half-day to plan together and to meet with students, it was attempted at first to schedule all humanities classes in the morning and all science-math classes in the afternoon. In practice, as the plan evolved, about half of the students have their science-math classes in the morning, their humanities classes in the afternoon, with the other half of the students having the reverse.

"The effect for the teachers," Howard said, "is essentially the same; they still have about half of their time for workshop and conference activities."

The success of the organizational plan depends heavily on success of the teaching teams. These teams willingly worked 60 hours per week when the plan was being installed three years ago. Howard said that the "bloom" has not worn off, that the teams still work as hard as ever.

"I think hard work is a corollary of team teaching and I'm inclined to think that it tends to generate a measure of enthusiasm on its own.

"Coordination is of the utmost importance and administrators must be far more than cheerleaders. We are deeply involved in instruction because our function is to build a school around the needs and ideas of teachers and students. For example, we can't afford to make decisions solely on the basis of administrative expediency. We have to consider the ideas and hard work our staff invests in the school. We must all work closely together."

One innovation that did not work successfully in the early stages was the use of instructional assistants. Howard says, "We failed to take into consideration that teaching is a profession. We wanted aides to be more than errand boys and file clerks. They were expected to supervise individual study areas in addition to taking care of secretarial and clerical work. The people hired originally simply were not up to it."

The problem of teacher aides was solved with arrangements with nearby universities to provide qualified teacher interns for one year of work as teacher aides. This has been an ideal arrangement, according to Howard, with the added benefit of giving Ridgewood administrators a chance to uncover potential teachers for the school.

Howard did express the belief that team teaching was having some effect on the barriers that in conventional programs departmentalize the curriculum by subject matter.

"Most of our teachers are still subject specialists. But in the planning and execution of their work, they're ignoring subject lines and unifying their own knowledge. The curriculum is presented as pretty much of an integrated whole, and yet the integrity of each subject is preserved. This is a hard line to draw, and is why team-teaching requires so much planning. Always the questions and debates among teachers focus on 'how.' How shall we present this material?"

INDEPENDENT STUDY

Although the independent study phase was the most difficult part of the program to implement, Howard does not judge the efforts at Ridgewood to have failed. "Considering the immensity of the task and the short time we've been at it, I think we're doing pretty well. Some students take to independent study immediately and with relish; others, and not just the slower pupils, proceed into it quite unwillingly.

"Students are not born with the ability for independent study. Some students don't even have it when they enter graduate school. So we're asking a great deal when we ask students to participate in planning their own learning and then to put the plan into effect. There's a lot to be learned about teaching youngsters to work by themselves; I know we haven't learned it all by any means."

The difficulties in implementing the independent study phase

brought recognition of the need for an intermediate phase in the large - group - seminar - independent study plan. This intermediate phase, with the aim of putting the teacher and student in a closer relationship than independent study allows, employs a "learning laboratory" for each subject field.

The learning laboratory is a large room where students, teachers, and many kinds of resources and materials are brought together. It is an assignment-centered area where students proceed through definite assigned units of study, working individually in clearly defined steps, and conferring regularly with teachers. The aim, aside from teaching the student, is to make him see that he can undertake a project and finish it.

The learning laboratories differ from the library in that the laboratories are program-centered; the library is for independent study, and is more comprehensive in materials and less structured in terms of guidance.

Howard describes the learning laboratories as the step that can move a student from the conventional classroom approach to independent study. "When a student completes a project successfully, or indicates that he's ready for less structured work, he's given three choices: carry out a project thoroughly preplanned by the teacher, work independently on any number of smaller units proposed by the teacher, or describe a project that he would like to pursue in depth. A student at this last stage is ready for independent study."

When asked to describe the effectiveness of seminars, another potential weak link, Howard said, "Some seminars are extremely effective and some are not. Seminars are filling the part for which they were designed—to give students a chance to put ideas from lectures and their own reading and independent study projects to work. We haven't made any major modifications in them, but they have become increasingly effective because we continue to learn how to use them better.

"We have found, too, that seminars can be effective with low-ability students. They like to express their ideas, the same as anyone else. Discussions are as meaningful to them as to gifted children. Of course, the topics discussed and the assignments made have to be within the limits of competence."

To determine if Howard was making a plan sound good that he was more or less "stuck with," he was asked, "Have you ever wished you could go back to a conventional organization for Ridgewood High School?"

"Sure," he responded. "All of our people long for the good old days, the easy days, now and then. But we haven't given up and we won't. If I assembled all our teachers, students, and administrators and asked if they wanted to switch to an orthodox organization, they would all say, 'No.'" •

Report from Iowa

Building a Science Curriculum

RICHARD W. SCHULZ
In NEA Journal

IN the Cedar Rapids, Iowa, Public Schools, for the past four years we have been in the process of building a science curriculum which will be logical, current, and appropriate to the different grade levels.

From the outset, we recognized that in science as in other disciplines some ideas are much more important than others. We worked to organize discovery and inquiry experiences around the major ideas of science.

We sought to make each piece of the curriculum fit a pattern. For example, what children learn in the fifth grade should have an important bearing on what they learn in the eighth grade. And what they learn in science should, if possible, help them learn something about social science or language. Each unit should build on preceding ones, and each branch of knowledge should be related to some other branch.

In beginning to revamp our science curriculum, we first had to re-evaluate what was previously thought to be appropriate content and activity. We found that although observation is generally considered the starting point of scientific inquiry, children have been blocked off from measured data, an important requisite of precise observations.

For many years, our secondary-school teachers had to develop the entire system of metric measurements as part of the science program. Taking a cue from modern elementary mathematics programs, we decided to begin building a basis for using and understanding the metric system in the elementary school.

Prior to the fourth grade, we now concentrate on building understanding of fundamental measurement concepts. Measurement also belongs to mathematics, and some of our teachers were not sure at first whether they were teaching mathematics or science. Actually, where the two fields mesh, we don't believe that it is either necessary or desirable to separate them.

In one science experiment, the children observe a pan of cold water placed on a hot plate. As the water is heated, the children record a series of time and temperature measurements. The product of their

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